

Editorial

Dear Readers,

We would like to welcome you to our August edition Volume 21, Issue 2. I hope our readers are staying safe and healthy during these unprecedented times.

To begin this edition of the journal, authors Jenna Van Sickle, Kristen R. Schuler, Candice Quinn, John P. Holcomb, Susan D. Carver, Andrew Resnick, Debbie K. Jackson, Stephen F. Duffy and Nigamant Sridhar talk about the grant-funded program Operation STEM which focuses on the retention of underrepresented students in STEM through early mathematics. More about the program can be found in their article, "Closing the Achievement Gap for Underrepresented Minority Students in STEM: A Deep Look at a Comprehensive Intervention."

Next in the edition is an article about a year-long research program designed to gather information about STEM students' future career plans after being paired with life science students. To read more about the results of the program, read the article by Anna Tan-Wilson, Nancy Stamp, Elizabeth Button, Mohammad T. Khasawneh and Mandana Rezaeiahari titled, "An Undergraduate STEM Interdisciplinary Research Program: Factors Predictive of Students' Plans for Careers in STEM."

The third article written by Peggy C. Boylan-Ashraf is about a seven-year study involving introductory fundamental engineering mechanics courses and the need for new methodologies and active learning pedagogies in the classroom. The results of the study can be found in the article, "Changing the Paradigm in Teaching Statistic."

The next article by authors Jae Ryu, Sonja LaPaglia and Riveraine Walters discusses how the iDrone program inspired STEM students in their future STEM careers. The results of the study can be found in the article, "Idaho Drone League (iDrone) to Stimulate STEM Workforce."

The fifth article in this edition by authors Petia Gueorguieva, Sayantani Ghosh, Ashlie Martini and Jennifer Lu talk about the Merced Anomaterials Center for Energy and Sensing (MACES) and the MACES Undergraduate Research Fellowship Program. For more information on this center and program's effects on STEM students, read, "MACES Undergraduate Research Fellowship Program: Integrating Research and Education."

In the final article of the edition, authors Hector A. Ochoa, Mukul V. Shirvaikar and Brolyne H. Onyango discuss a hybrid approach to modernize curriculum for the Digital Systems course, designed to allow students move more seamlessly from TTL devices to FPGAs and expose them to new technologies. Find more about this in the article, "A Novel Hybrid Approach to the Foundational Digital Systems Curriculum by Including FPGA Technology and Valuable Hands-on Experience."

Please join us in welcoming our newest member of the JSTEM staff, Sarah Franklin. She will be working as our content editorial assistant.

We would like to thank our associate editor Eliza Banu, content editorial assistant Sarah Franklin, layout editorial assistant Amy Clark and format editor Wally Ridgway for their continued efforts throughout the year.

If you have any comments or questions, please send them to jstemed@gmail.com. If you are interested in publishing your own research, please visit our website jstem.org for instructions.

We hope our readers and their families continue to stay safe and healthy.

Thank you,

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